

## 2.2. MODERN MEDIA EDUCATION

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### **Segmentation and Profiling of Media Communications: Industrial and Educational Determinants**

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**Abstract.** The subject of this article is the explication of segmentation and profiling of media communications. The rationale is based on a combination of interdependent industrial and educational determinants. A case study method is used on the example of the best practices of National Research University Higher School of Economics, where 'Media communications' was developed. It is an innovative direction for the Russian educational space, which is currently included in the curriculum of more than ten universities of the country (not only in the federal center but in the regions as well). The research also involved a secondary analysis of statistical data. The productivity of this direction is determined both for the Russian media industry and higher education.

**Keywords:** media, media communications, media industry, media education

### **1. Introduction**

Modern media communication realities cause significant adjustments to the traditional media education system. Although there is a solid understanding of media activities based on a philological, historical, sociological, philosophical, cultural, political and psychological basis, which forms a personal and professional worldview, analytical thinking, a critical (verifying) position in the perception of social reality and objectification of data, the technological dominant forces specialists to master new practices. They

need not only to receive but also to distribute content on more advanced multimedia and transmedia platforms.

If we consider the 'Journalism' program for training Bachelors and Masters, which is familiar to Russian theory and practice, then it already assumes the challenges of the time to some extent. Notably, more attention is paid to courses such as 'Internet journalism,' 'Convergent journalism,' and others. At the same time, the main emphasis is still placed on the so-called 'traditional' media (periodicals, radio, television). The two-level system of journalists training is mostly the successor of the liquidated specialty program (retaining about 70 % of the training courses or substantive content of disciplines which have changed its name).

## **2. Theoretical background**

In the process of integrating with the international educational system and borrowing the progressive experience from the developed countries, it became apparent, if not to rethink the training program for journalists, then at least to highlight a new media education vector — the direction of 'Media communications' (A. V. Bolotnov, E. V. Bulatova, E. A. Voytik, I. M. Dzyaloshinskiy, E. Ya. Dugin, E. A. Kozhemyakin, V. P. Kolomiets, O. E. Kokhanaya, E. V. Lukashevich, T. A. Semilet, A. V. Polonsky, V. V. Smeyukha, D. A. Podobed, E. S. Sipko, S. L. Urazova, N. G. Fedotova, F. I. Sharkov, V. V. Silkin, R. A. Laishev, A. N. Chumikov, and others).

Such federal state educational standard (FSSES) was created on the initiative of the media department faculty, National Research University Higher School of Economics, and approved by the Ministry of Science and Higher Education of the Russian Federation in 2015. The rationale (concept) notes that "new technological conditions stimulate the development of areas at the intersection of media and other areas of activity, such as online services (including the system of providing public services), museum and exhibition, theater and concert, educational multimedia projects; search engines; network video games, etc. Mass content and multimedia products are produced today not only by the media but also by organizations of the most diverse orientation" [Bachelor's program, 2018].

## **3. Materials and methods**

A set of methods is applied. Case studies based on the exceptional experience and analysis of current pedagogical practices of National Research

University Higher School of Economics, where ‘Media Communications’ was developed. For the Russian educational space, this is a unique and innovative direction for training Bachelors and Masters, which is currently being realized in more than ten leading universities of the country (both in the federal center and in the regions). Secondary analysis of statistical data involved the processing of the quantities regarding the demand for the offered profiles (or tracks) and the numbers of students enrolled. Chronological framework of the study: 2015–2020.

## **4. Results and Discussion**

### *4.1. Architectonics of the media system and segmentation of media communications*

The study of the works of the participants of the International Olympiad ‘Highest Hallmark’ in the field of ‘Journalism,’ held under the auspices of National Research University Higher School of Economics, shows that about 70 % of students in 9–11 grades — potential students of media training areas — do not differentiate such concepts, as ‘media,’ ‘mass media,’ ‘mass communication,’ often synonymizing them [Yefanov, 2019a]. A similar perception of the conceptual terminology often remains after graduation from specialized educational institutions.

In this regard, it seems necessary to carry out a methodological systematization and substantiate the existing conceptual terminology, offering its correct interpretation. So, referring to the ‘Law on Mass Media’ of 1991, one can recall that the mass media means “a periodical print publication, a network publication, a TV channel, a radio channel, a TV program, a radio program, a video program, a newsreel program, another form of periodic distribution of mass information under the permanent brand (name)” [Law of the Russian Federation No. 2124–1, 2018].

In turn, the term ‘media’ simultaneously incorporates two definitions:

a) “a set of technical means that surround a person, make life more comfortable and make it possible to build effective communication both with the ‘world’ and with a specific individual. This set is individualized and depends on many social factors (specific dependencies can be analyzed and built between economic, social, cultural, demographic, settlement and other determinants and the level, quality of the communication environment)” [Kolomiets, 2014, 155];

b) a high level of penetration of information and communication technologies into the life of an individual, as a result of which they began to represent a natural habitat [Yefanov, 2019b].

Thus, the media include different cluster groups, causing the segmentation of media communications [Dugin, 2019; Dzyaloshinsky, 2014; Urazova, 2015; Voytik, 2013]:

- ‘traditional’ media (periodicals, radio, television);
- ‘new media’ (online publications);
- ‘social media’ (social networks, instant messengers);
- ‘civic media’ (blogs, aggregators);
- ‘cultural media industry’ (digital publishing activities, film and music production, transmedia projects in the cultural space — museums, theaters, and so on);
- interactive resources (portals for the provision of online services, mobile applications, gaming platforms);
- virtual configurators of the urban environment (animated announcements, street signs, etc.);
- integrated communications (advertising, PR, communication agencies, SMM).

It should be noted that if advertising has never been included in the structure of the media [Chumikov, 2019]. On television and radio, on the pages of newspapers and magazines, such content must be necessarily marked (according to the ‘Law on Advertising,’ there is a particular proportion of the ratio of commercial materials and information, entertainment, cognitive products). Then, relating to the media, integrated communications are their inherent, institutionally grounded part.

In this context, also methodologically flawed is the use of terms such as ‘Internet media.’ On the one hand, it refers to the ‘traditional’ media, which should be used via the conservative channels as for the implied connotations [Tomin et al., 2020], on the other, it focuses on the network nature of the distribution. As V.P. Kolomiets rightly emphasizes, “the very combination of ‘Internet media’ evokes associations with an attempt to combine something new, boundless, little-controlled with a rigidly centralized, absolutely controlled, opposing individual” [Kolomiets, 2019, 3].

In other words, ‘Internet media’ can be viewed as an antagonistic term. Here, it would be methodologically correct to operate with the concepts of ‘network publication’ or ‘online publication,’ which are primarily consid-

ered synonymous. However, there is a clarification: if the 'online publication' is a colloquial analog [Bolutnov, 2017], then the 'network publication' is legally enshrined in normative acts and is used when registering media structures with Roskomnadzor.

As for the application of the 'mass communication' concept, then in modern communication realities, it seems less and less justified, remaining codified in regulatory documents (in particular, there are references to it in the 'Law on Mass Media,' 'Law on Advertising') and in the names of specialized departments (for example, the Ministry of Digital Development, Communications and Mass Media, the Federal Service for Supervision of Communications, Information Technology, and Mass Media (Roskomnadzor), the Federal Agency for Press and Mass Communications). Here it is also appropriate to refer to the concept by V. P. Kolomiets: "It is unlikely that the unidirectional impact of communication institutions on an individual can be called communication in the full sense of the word. Distribution, manipulation — anything but communication. Perhaps, with the development of the environment leading to the activity of the subject of the communication product consumption, it will be possible to talk about communication in the true sense of the word, but then it will not be mass" [Kolomiets, 2014, 122]. At a time when communication can often be either individual or group employing modern media technologies, the most relevant is the use of 'media' fixing this nature [Tomin et al., 2017].

The given methodological grounds are not devoid of polemics. However, they make it possible to systematize the existing theoretical notation of media communications, to single out generic and specific concepts. In the process of the dynamic development of the neo-informational society, this theoretical framework will undoubtedly expand and refine.

#### *4.2. Media communications as an educational direction*

At the same time, the very fact that in these realities, a new scientific and applied approach 'Media communications' has naturally begun to emerge is not ambiguous. Its main difference from the 'Journalism' is that the focus of attention is mainly not the fact and its documentary confirmation in text form, but fictional images, cases (as a product of the author's creative work) and the design of information and communication platforms (where the creative component is implemented to a greater extent at the technological level) [Smeyukha, Podobed & Sipko, 2017]. If we consider the current educational standards, most of the provisions of both directions (the general enlarged

group ‘Mass media and information and librarianship,’ lists of universal and general professional competencies, requirements for staffing, and conditions for the implementation of programs) are identical. The only difference is that in the FSES ‘Media communications,’ along with project, design and analytical, editorial, organizational and managerial, social and organizational and production and technological activities, advertising and information activities are also highlighted, which confirms the previously put forward thesis about the current trend towards media PR [Yefanov, 2018a]. Besides, in the FSES ‘Media communications’ there is a professional standard ‘Systems analyst’ focusing on technological and analytical aspects of the activity, which are of high demand now.

At National Research University Higher School of Economics, there is a Bachelor’s program of the same name, as well as six Master’s programs: ‘Transmedia production in digital industries,’ ‘Media management,’ ‘International news production’ (taught entirely in English), ‘Filmmaking in a multi-platform environment,’ ‘Critical media studies’ (taught entirely in English), ‘Media production and media analytics’ (in St. Petersburg campus of HSE University).

The curriculum for ‘Media communications’ undergraduate and graduate at National Research University Higher School includes several disciplines innovative for the Russian educational system (Table 1).

*Table 1*

**The list of innovative disciplines of ‘Media Communications’  
of National Research University High School of Economics**

<b>Undergraduate</b>	<b>Master’s degree</b>
<b>Media communications</b>	<b>Transmedia production in digital industries</b>
Author’s documentary films: the basics of directing	Analysis of the audience of a cultural project
Introduction to video games as new media	Sound environments
Introduction to Game Design	Ideological and aesthetic codes of Western cinema
Looking through the prism of photography	Communication design

*Continuation of Table 1*

<b>Undergraduate</b>	<b>Master's degree</b>
Viral Marketing, or How to Create "Infectious" Content	The pragmatics of cinema
Urban space and media	Producing digital projects
Machine learning and neural networks	Designing a digital environment and producing multimedia content in museum activities
Media communications in public administration and politics	Transmedia storytelling
Media, culture, and criticism	Media Content Management in Creative Industries
Multimedia storytelling	Gamification (in English)
Online shaming	Internet Giants: The Law and Economics of Media Platforms (in English)
Basics of web analytics	Media, Culture and Critique (in English)
Music business fundamentals	<b>Media management</b>
Fundamentals of Computer Game Programming in C#	An introduction to neuroeconomics: how the brain makes decisions
Open data in a digital environment: search, processing, and visualization	Implementation of high-tech innovations in the media sphere
User interfaces for different platforms, terminals, audiences	Digital Producing and Social Media Project Management
Popular music and politics	<b>News production in an international environment</b> (taught entirely in English)
Producing audio content in digital media	Data Analysis and Visualization
Producing and creating native formats	Immersive Journalism (VR/AR)
Production of projects in virtual and augmented reality	Introduction to Alternative Media

Undergraduate	Master's degree
Script development for cinema, TV series, documentary theater, video games	Writing for Social Justice
Self-published media and community management	<b>Media production and media analytics</b>
Contemporary museum and digital technologies	Media Projects in the Sphere of Culture (in English)
Theater and media: opportunities, technologies, projects	
Game theory	
Transmedia Storytelling: Narrative Constructs, New Technologies, Global Audiences	
Transmedia technologies in content creation and promotion	
Art, Politics, and Ideology (in English)	
Python for retrieving and processing data	
Web visualization	

From the list presented, it is clear that such courses require specialized technological competencies. This principle is incorporated in the dialectic title of Master's degree programs (e.g., 'Transmedia production in digital industries,' 'Filmmaking in a multi-platform environment' et al.). In classes, the tasks are mainly implemented by students in a project form (media startups, long-reads, timelines, etc., which allows, on the one hand, to consolidate theoretical knowledge and practical skills, on the other hand, to clothe in a technological form, making the educational process both effective and uncommon).

In this regard, we can conclude that in modern communication realities, the stereotypical identification of media workers exclusively with the 'humanities type of mind' seems unproductive, since the creative and technological aspects of the profession appear proportional to each other [Yefanov & Tom-in, 2020]. These determinants imply a higher level of mastery of information technologies, which makes significant demands on educational organizations



in terms of material and technical equipment and competence of the teaching staff (including when teaching the basics of media education for non-media schoolchildren and students).

#### *4.3. Profiling of media communications*

The industrial determination of the media communications segmentation, alongside the demand for these educational programs at HSE University and the student enrollment increase there, incited to the introduction of profiles (mainly succeeding from the specialization system that existed before the transition of Russia to the Bologna system). So, within the framework of 'Media communications' Bachelor's program (the same direction) in 2020, four so-called profiles (or tracks) appeared:

- management and production;
- storytelling;
- media technologies;
- media studies.

If all students study basic disciplines (such as 'Theory of mass communications,' 'Legal and ethical regulation of media,' 'Fundamentals of drama,' etc.), then the tracks enable the future Bachelor to concentrate more on a specific subject field starting from the second year. An approximate list of core disciplines is presented in Table 2.

It may be noted that several subjects that have been previously studied at the general profile are now refined and put into separate tracks. Besides, most of the courses are narrowly focused, allowing the future Bachelor to form competencies for a specific profile. The approach of the educational program management, according to which the students retain the right to choose variable disciplines, which may not be directly correlated with the current training track, also seems productive. Mainly, this helps to expand the scope of their skills and abilities, since the second year students often cannot have a complete understanding of the educational and, at the same time, the industrial vector, within which they plan to develop in the future.

In general, track distribution is based on three components:

- the personal desire of the applicant;
- the individual rating of each student;
- additional tests (in the form of motivation letters, interviews).

The statistics of 2020 show that the most popular track was 'Management and production' — 60 %. Then follows the track 'Storytelling' with 30 %. The sets for the tracks 'Media technologies' and 'Media studies' made

**List of core disciplines of four tracks for 'Media Communications' Bachelor's degree  
at National Research University Higher School of Economics**

<b>Management and production</b>	<b>Storytelling</b>	<b>Media technologies</b>	<b>Media Studies</b>
Psychology for a media manager	Rhetoric	Fundamentals of Statistics and Mathematical Analysis	Scientific culture
Online promotion of media products	Categories of culture in literature and visual arts	Introduction to open data	Media and social institutions
Media measurements	Narrative games	Data-driven storytelling	Media practices, media effects, and audience research
Media branding	Stories about people on digital platforms	Data art in media and generative art	Research of media content and symbolic forms
Management in distributed teams	Interactive and visual storytelling	Basics of data analysis	Theories and concepts of mediatization
Business communications and networking	Transmedia storytelling	Working with texts in natural language	Media capital, media structures, power relations, and critical media theory
Product owner/ Product management	Storytelling in the creative industries	Big data	
Editorial media management	The city as a storytelling platform	Using gaming platforms in media	
Innovative media management		Strategic communications in technology projects	
		Media automation	

up about 10 % of the total number of students. These regularities relate primarily to industrial determinants: the tracks 'Management and production' and 'Storytelling' is causally linked to the future type of activity of graduates of the educational program — creation, and promotion of media content. Track 'Media technology' aims to develop the technical competencies which are challenging to master for students who incline more to the socio-humanitarian disciplines rather than technical. As for the track 'Media studies,' the formation of research competencies is also a particularly difficult task for second-year undergraduate students who, at this stage, have a predominantly low level of academic reflection, and at the same time, critical perception of existing trends in the field of media. Also, many years of the authors' experience of participatory observation shows that self-identification of a student from the standpoint of a researcher often occurs at the final Bachelor's course. It is either at the stage of preparation and defense of the final qualifying work or during Master's studies, when the awareness of the need for admission to postgraduate study begins (the applicant often plans to connect their life with teaching (the use of research competencies for applied purposes) — yet, combining with work in the industry or full professional realization. Much fewer are the cases when a graduate of media training fields connects their future life exclusively with the academic environment — activities in specialized scientific centers, laboratories, etc.).

As for the Master's program in 'Transmedia production in digital industries,' it also provides two profiles:

- producer of transmedia projects in the field of culture and museums;
- producer of transmedia projects in the theater sector.

The main disciplines realized at both these profiles are presented in Table 1. The implementation of these profiles involves the participation of the leading museums and theaters of Moscow. A special grant from the co-organizer of the educational process V. Potanin Foundation confirmed the relevance of this program for solving technical problems.

#### *4.4. Media communications as an industrial and educational trend*

If we talk about borrowing from the progressive experience of National Research University Higher School of Economics, a number of the country's largest universities have already begun training Bachelors and Masters in the direction of 'Media communications.' Among these are Belgorod State University, Don State Technical University, Lomonosov Moscow State University, Ural Federal University, named after the first President of Rus-

sia B. N. Yeltsin, Tyumen State University. The differences are the very names of educational programs that focus on one or another area of application. Additionally, in some educational organizations, within the framework of the already traditional 'Journalism' or 'Advertising and PR,' educational programs are being implemented, the names of which bear the concept of 'media communications.'

In this context, we must point out the fact that some experts from the academic community declare about the need for the conversion of 'Journalism' into one of the profiles of 'Media communications.' A two-way process can explain the indicated thesis: on the one hand, discrediting (including self-discrediting against the background of propaganda, post-justification of the agenda, etc.) of the profession that causes deinstitutionalization [Serebryakova, 2017] and aggravating the 'crisis of confidence' in the media [Yefanov, 2018b] — on the other hand, blurring the boundaries between journalism and other related areas (advertising, PR, etc.), which in the classical theory of mass communication are considered mutually exclusive concepts.

Additionally, the successful implementation of the media education strategy in secondary school should also be based on the 'Media communications' curriculum. This includes many different areas (digital publishing, production of blogs, films, clips, games, organization of interactive exhibitions), relevant to the interests of the younger generation, which is often 'cut off' from the agenda of 'traditional' media (in particular, television, including due to its frequent engagement).

#### *4.5. Media communications as a scientific direction*

Regarding the theoretical paradigm, the modern nomenclature of scientific specialties also requires significant adjustments. Although, in domestic traditions, journalism originated in the depths of literary creativity (and because the phenomenon began to be studied first by literary scholars), the current specialty 10.01.10 — Journalism (philological sciences) today does not include the entire range of raised and discussed topics related with historical, sociological, philosophical, cultural, political and psychological aspects of media studies. Primarily, this specialty should consider mainly philological processes, in other words, the linguistic origins of the media (however, in the practice of defending candidate and doctoral dissertations, such a framework is not always adhered to).

As I. M. Dzyaloshinsky and A. V. Sharikov rightly point out, "in modern Russia, there is a dual existence of the sphere of communication sciences,

which is due to the insufficient level of institutionalization, if not to say more severely — its marginal scientific status. De jure, communication sciences are not recognized in Russia, since there are no candidate and doctoral dissertations defended. De facto they exist, quite a lot of research is being conducted on communication problems, but in the existing classification system, they are referred to other scientific areas” [Dzyaloshinsky & Sharikov, 2017, 4].

Thus, the defense of dissertations for the degree of candidate or doctor in the field of media communications (by analogy with the foreign model, where journalism is viewed exclusively as an applied field) seems to be the most correct. It will allow, on the one hand, to expand the theoretical framework, and on the other, to bring nomination (the name itself) and the passport of the scientific specialty in compliance with the world standards.

## **5. Conclusions**

Based on the above, we can conclude that the industrial and educational determinants that stipulate for the segmentation and profiling of media communications, explicate the tendency of systemic institutionalization of media, aimed at the harmonious development of the media space and the effective building of connections between the subjects of the neo-information society within it. In the process of evolution and further institutionalization, the existing media system will undoubtedly undergo structural redefinition. However, the outlined trend as a whole appears to be a strategy for the planned and progressive development of the media system — the incorporation of its components into the everyday life of the subjects of the neo-information society.

## **Conflict of Interest**

The authors have no conflict of interest to declare.

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## **“New Journalism” as a Synthesis of Forms: Relationships With Literature, Fiction Publicistics and Screen Documentary**

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**Abstract.** The phenomenon of “new journalism” is studied, which is a hybrid form of creativity that arose at the intersection of journalism and literature, and we consider it in connection with not only “literature of fact” in broad sense (non-fiction), but also separately with newspaper and magazine fiction publicistics and screen documentary, which includes documentary films and documentary and publicistic and sensational entertainment TV programs. Similarities, differences and effects of two types of media narrative — verbal and audiovisual — are established on the material of T. Capote’s novel “In Cold Blood”, domestic court essays, documentaries — “Supreme Court” of H. Franc and “Into the Abyss. A Tale of Death, a Tale of Life” of W. Herzog, as well as modern crime-law TV shows. The specified content is united by a specific genre of “true crime.”

**Keywords:** “new journalism”, non-fiction, true crime, fiction publicistics, essay, documentary filmmaking